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ABSTRACT

This booklet is the seventh in a series of eight that document the University of Nebraska-Lincoln/Lincoln Public School involvement in the Tenth-Cycle Teacher Corps Program. In addition to the five models discussed in other booklets (two through six) in the series, six other models were developed to aid in accomplishing the program goals. These six models form the basis of this booklet and are: (1) Learning Opportunities for Teachers (LOFT) model, designed to encourage teachers to provide students with a physical environment in which the student can best work; (2) leadership; (3) motivation; and (4) decision making models; (5) a community awareness model; and (6) a multicultural education model. Graphic displays of each of these models are presented, and basic characteristics of each are described. (MJB)

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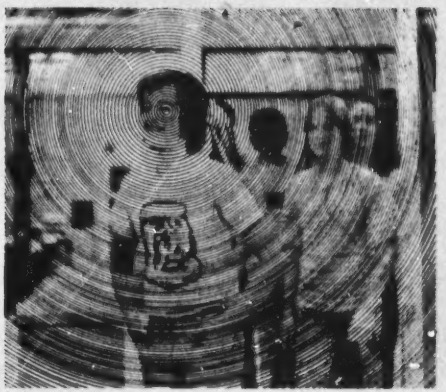
IMPROVING LEARNING OPPORTUNITIES



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7 Educational Models We Recommend

SP011 883

IMPACT SERIES

2

FOREWORD

The Lincoln, Nebraska Teacher Corps Project is pleased to present its Cycle 10 report through this IMPACT Series. Booklets 1-7 present a descriptive report of project themes and processes (models) while Booklet 8 presents a research report of results obtained with learners, teachers and community personnel.

The impact of Teacher Corps activities upon individuals and institutions is evident from the data reported, hence this IMPACT Series. Following Booklet 1, which presents an overview of the entire project, each booklet presents a major theme developed, implemented and refined in the Lincoln Teacher Corps. Generally, these themes have been implemented through models--recommended processes and/or structures which have proven effective in achieving desired outcomes. Each booklet is designed for use in instructional settings, in disseminating Teacher Corps principles and practices, and in reporting outcomes and recommendations.

The Lincoln Teacher Corps truly has been a team effort. School, community and university personnel have worked together effectively to achieve project goals. Sincere thanks go to all who shared in the Cycle 10 project. By sharing and serving others, we have discovered desired results in ourselves as well as in those we served. We look forward to new sharing/growing experiences in Cycle 12 Teacher Corps.

John Lux
Director

Educational Models We Recommend

Introduction

The Lincoln Teacher Corps Cycle 10 Project functioned to demonstrate desired educational processes which show promise in improving learning opportunities for junior high school learners. As the Project devoted much of its first year of operation to investigating existing practices and developing new or refined models which would accomplish each of its three Project goals, refinements and additions were added the second year. At the end of the two-year project, eleven interrelated yet separate models have been identified which we recommend. Five of these models have been developed through collaborative efforts of the Goodrich school--the community which is served by Goodrich--and the Teachers College of the University of Nebraska-Lincoln. These five models and the IMPACT booklets which describe them are:

1. Diagnostic-Prescriptive Instructional Model - the focus of Booklet 2
2. Contracting: A New Team Approach - the focus of Booklet 3
3. Competency-Based Teacher Education - the focus of Booklet 4
4. Inservice Education Model - the focus of Booklet 5
5. Collaborative Decision Making Model - the focus of Booklet 6

These five models have borrowed heavily from local practices and recommendations from others, but they represent project-developed, implemented, and refined models.

In addition, school, community and university personnel have been introduced to, and trained in, six other models which we highly recommend. These six models are the focus of this booklet in the IMPACT series.

Models and Modeling

Joyce and Weil* have expressed well the purposes of models in educational environments:

> Models for teaching can help a teacher build up his capacity to reach more children and create a richer and more diverse environment for them. They can help curriculum-makers plan learning centers and curriculums which offer to children a variety of educational alternatives. They can help materials makers create more interesting and effective instructional materials and learning sources. Most important, for the future, they may stimulate the development of new educational forms–the educational opportunities which will replace the schools of today.

*Bruce Joyce and Marsha Weil, *Models of Teaching.* Prentice-Hall, 1972, p. XIII.

As used in the Lincoln Teacher Corps Project, the term "model" is defined as a *recommended educational process.* Three important functions are served by models:

1. Models provide *conceptual frameworks* for the understanding of teaching and learning. They assist teachers and teacher trainees to become aware of what they and their students are doing. These frameworks provide structures to aid in developing instructional competencies, and analyzing and determining what should be done in varying situations, and in comparing alternative strategies in teaching. They assist in making teaching a science as well as an art.

2. Models provide *guidelines* for planning and implementing learning activities. They provide process areas which need to be considered without dictating every behavior or step. Teacher Corps models are recommendations, not recipes with exact amounts and procedures. By considering all of the guidelines, the teacher or teacher trainee will make decisions which should be most applicable to the particular situation.

3. Models provide *criteria for judging* the merits of educational requests and for assessing the achievement of objectives in those activities selected. Teacher Corps models serve as criteria for judging whether certain competencies have been demonstrated. They also serve to determine what staff development activities to promote. Other examples could be given, but for all models standards are set which can be used for evaluation purposes.

The extensive use of models and modeling does not indicate rigid practices, only one way to accomplish objectives or the dehumanizing of educational processes. Teachers and trainees want and deserve alternatives. They want to compare current practices with new or refined models. They want opportunities to experiment and "test out" their models. Most of all, they want assistance–through staff development programs where modeling is a primary activity–to help them cope with changes while continuing to shoulder their heavy teaching responsibilities.

By emphasizing models the Teacher Corps Project is stressing the importance of teachers developing and using sound educational processes. This implies a sound cognitive base, extensive opportunities for experimentation, analysis and feedback, and great flexibility to adapt to varying situations. The results are broad models with ample room for adaptation and modification.

A final concept needs to be emphasized. It is important to view Teacher Corps models as developmental models. They are not finalized in any way; they need constant analysis and refinement. No model can be "implanted" into another setting without careful consideration of all relevant issues. At the same time, primary focus must center on the development of teacher competencies which result in improved learning opportunities for students, not on perpetual change just for the sake of change.

Learning Opportunities for Teachers (L.O.F.T.)

The concepts and techniques that are explored in learning opportunities have been successfully used by thousands of teachers at both the preservice and inservice training levels. The unique dimension of the L.O.F.T. is the training process which permits teachers to personally experience the transition from a lecture dominated instructional format to an individualized learning program designed to capitalize on the special uniqueness of each teacher and child.

A particular emphasis of the L.O.F.T. is to encourage teachers to provide students with a physical environment in which the student can best work. The L.O.F.T. model divides a typical classroom into six distinct geographical areas of activity. The six areas are: the instructional center, reading center, problem solving center, filmstrip center, games center and demonstration center. The materials at each center are correlated to allow each participant to discover a particular learning style (visual, auditory, and/or multi-sensory).

Learning Opportunities for Teachers (L.O.F.T.)
Individualization Model

	Grouping	Movement	Materials	Record Keeping	Decisions of Trainer	Decisions of Participant
LOFT System I	total, large group, heterogeneous, no account is given for prior knowledge	very little movement, group moves only when the trainer dictates	Everyone has same limited materials	No formal feedback	Decisions as to content, time, resources, response opportunities and movement are dictated by the trainer	No participant decicisons
LOFT System II	small heterogeneous groups, groups randomly determined	Trainer schedules all movements through resource centers	All use the same materials at different times	No formal feedback	Same as LOFT I	No participant decisions
LOFT System III	small group, homogeneous, Participants are grouped according to a diagnostic test	group decides which resource center to go to, but the group must stay together	Different level materials are available for group choice	Results of the diagnostic test are listed on student growth chart	Trainer decides: content, which resources are provided, learning rate, and gives direct instruction when scheduled	Participants decide: learning resources, amount of time, when to take post test

LOFT System IV	Individuals decide which BSL to work on	Movement is on task completion basis	All materials available at each center	Participant checks his/her own pretest, trainer checks post test	Trainer dictate when direct instruction is given and when participant has mastered content	Participant decides how much time to spend at each center and decides order of movement
LOFT System V	Individual	task completion	multi-level multi-sensory	Participant checks his/her pretest, records his/her own post test after trainer checks the test	direct instruction is optional but scheduled. Trainer checks post test, discusses to verify knowledge	Participant decides on which center to visit and order of visits, time spent in centers.
LOFT System VI	Individual	task completion	multi-level multi-sensory	Same as LOFT V	Same as LOFT V except direct instruction is at the participants request.	Same as LOFT V except participants may sign up for direct instruction when needed

The instructional center is completely controlled by the trainer and is used for lecture and guided discussions. The problem solving center facilitates independent problem solving techniques and peer interaction. Simulated problems are presented and the materials provide immediate feedback by use of written solutions. The filmstrip center is totally self-instructional and obviously appeals to students who respond best to an audio-visual approach.

The demonstration center incorporates examples of workable techniques and instructional materials provided by former participants. This center encourages idea sharing. The games center provides a means of getting information through kinesthetic modality. Finally, the reading center is a learning area where participants can get more information on concepts being studied. The materials are multi-level and present similar principles presented in different ways.

The delivery of this program incorporates the unique format called the L.O.F.T. Management Systems. In this format the participants experience six alternative management systems for managing teacher-student and student-curricula interaction. Throughout the lab experience the LOFT instructors model targeted responses, observe the participants' performance of modeled responses, and then provide feedback to the participants as to how well they approximated the modeled responses.

The six L.O.F.T. management systems are actually alternative methods of informing participants of what they are to do and where they may find learning resources. The variables within each management system are grouping, movement, materials, record keeping, decisions the trainer makes, and participant decisions. As the participants progress through the various management systems, they are able to experience the frustrations, boredom, excitement, or whatever emotion or reaction that is elicited by a particular teaching environment, content, rate, and style.

The end goal of the L.O.F.T. model is to produce accommodative instructional practices in the classroom. The L.O.F.T. model is guided by the principle that teachers can be more effective by accommodating style, environment, content and rate to their own needs and the needs of students.[1]

Leadership, Motivation and Decision Making Models

These models were developed by Dr. Charles Schwahn of Spearfish, South Dakota. The models are based on research findings, accepted theory, proven models and approaches that have been successful in practice. All three models were presented in workshops for Teacher Corps, university and public school personnel. All three workshops have been replicated by Teacher Corps and Goodrich staff members.

[1]This summary of the L.O.F.T. model was developed from the *Behavioral Skills Lab*, Barry and Susan Dollar, Karen Moier, and Anita Prince, Printed at the University of Minnesota: Leadership Training Institute, 1974.

Leadership Model

Effective Styles

(High) Relationship Behaviors (Low)		
	High Relationships & Low Task	High Task & High Relationships
	Low Task & Low Relationships	High Task & Low Relationships

Task Behaviors

Maturity Level

(Mature) (Immature)

Fig. 6

Motivational Model

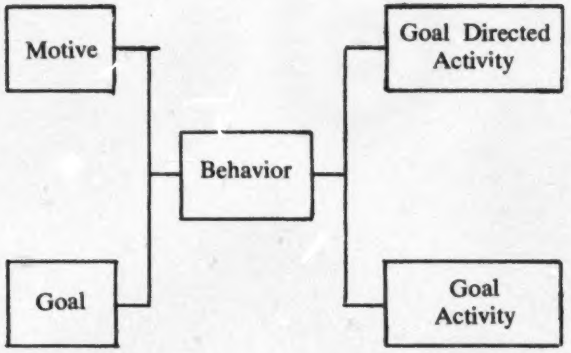


Figure 7

This model is developed around the understanding of three basic factors concerning motivation.

1. First, there is the recognition of the difference between *hygiene factors*, which are related to the environment of one's job, and *motivators* which are connected to the job.

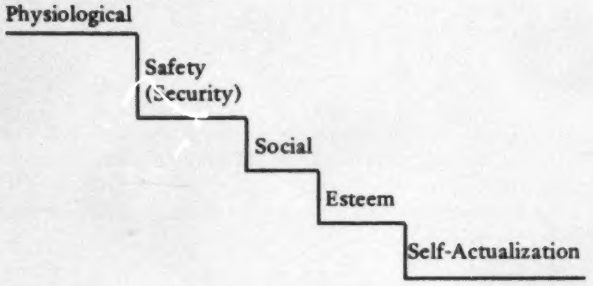
   Hygiene factors are such things as school policies, security, supervision, and working conditions.

Motivators, on the other hand, are directly connected with the job. They are in fact the job. Motivators are challenging work, employee responsibility, achievement, recognition, and personal growth.

Through satisfaction of the hygiene factors people can work at a high degree of their capacity, but by also satisfying motivating factors people grow and expand their capacity thereby producing greater productivity.

2. The second factor introduced by this model is the concept of behavior observation. Behavior for the purposes of this model is any kind of observable human activity whether it is conscious or unconscious. By accurately describing behavior, diagnosis of motivational situations may be accomplished.

3. The third basic element of this model is the realization that the behavior of an individual is usually determined by his/her strongest need. A framework that helps explain the strength of certain needs was developed by Abraham Maslow.



Maslow's Hierarchy of Needs

By understanding the characteristics of each need level one begins to understand the reasons for certain behaviors, and the behaviors that can be employed to help each person meet his/her motivational level and expand to other levels.

One intent of this model is to provide the skills necessary to diagnose motivational factors and levels in individuals. The workshop which operationalizes this model also examines the motivational climates of organizations. The motivational climates of organizations are diagnosed through the use of McGregor's Theory X and Theory Y and Chris Argyri's Immaturity - Maturity Theory.

Meeting the needs of individuals and groups within an organization leads to a pleasant working climate which in turn usually increases production. The motivation model is designed to help participants identify those needs and to aid in planning to meet those needs.

Decision Making Model

The decision making model isolates three factors which are instrumental to the decision making process and presents strategies for dealing with those factors. The structures involve *WHO* will make decisions? *HOW* will they make them? And upon what *BASIS* will they be made?

Decision Making Model

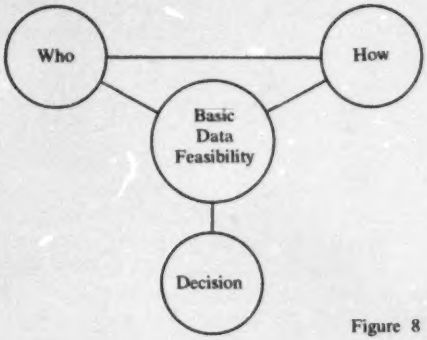


Figure 8

1. WHO – of Decision Making

One serious problem in the decision making process is that it is often unclear who has the responsibility for different kinds of decisions. A related problem exists with the control of power or influence. That is, how much influence does a given person have in seeing that a decision is effected? These problems often result in poorly made decisions that must be undone. And, as we all know undoing a decision can be a divisive process. Thus an awareness of the factors of responsibility and influence can be considered a precautionary measure. Decisions cannot only be made more efficiently but they can also be made more lasting.

At times, organizational trends toward dispersed influence can be overdone. As the dispersion of influence increases, it is important to agree upon those people who have power with regard to specific classes of decisions. That is to say that a person's power with regard to a decision varies with the type of issue; the important point is that everyone agree on how a decision should be made.

A useful technique for clarifying organizational decision making, espoused in this model, is the Decision Making Matrix. By completing the matrix, appropriate kinds of influence to be wielded by different sub groups can be identified for organizational tasks. (A complete discussion of the matrix is given in the workshop.)

2. HOW – of Decision Making

The "How" of decision making in this model involves an understanding and assimilation of three decision making factors - decision making methods, diagnosing decision making situations, and consensus decision making.

a. Decision making methods.

The model identifies six decision making methods:

Plop - little building on previous ideas
Authority - lack of opposing or negative contributions
Minority - domination by a particular group
Majority - assumption that majority opinion determines the decision
Consensus - group climate is sufficiently supportive to make everyone feel they have had a fair chance to influence decisions
Unanimous Consent - general agreement, no dissent

By understanding these methods of decision making, leaders can better predict the ramifications or effects of decisions, as well as, behaviors or feelings that help identify when this kind of method is occuring in a group situation.

b. Diagnosing decision making situations

The model advocates the use of a *Decision-Style Inventory* which allows the decision maker to concern himself with how good the decision is from an objective point of view, and also how appropriate it is from a subordinate's point of view. This inventory is a diagnostic tool to determine the appropriate method of decision making for a given situation.

c. Consensus decision making

A final aspect of the "How" of decision making is the concept of decision by consensus. One of the most effective but most time-consuming methods of group decision making is to seek consensus. Consensus decision making is a state which might be described as follows:

"I understand what most of you would like to do. I personally would not do that but I feel that you understand what my alternative would be. I have had sufficient opportunity to sway you to my point of view but clearly have not been able to do so. Therefore, I will go along with what most of you wish to do."

3. BASIS — of Decision Making

A correlation does exist between the quality of the decision and the data upon which it is based. Feasibility testing of decisions needs to be considered before a decision is implemented. Time, expertise, money, materials, and acceptance are all factors which should be considered before decisions are carried.

By considering the previously mentioned decision making factors of who, how, and the basis for decisions, a process of sharing information and working together toward a common goal may be achieved. (The workshop includes many activities which operationalize these concepts.)

Community Awareness Model - The Discovery Process

This model has been developed from materials presented by Dr. Jim Kent - Foundation for Urban and Neighborhood Development (FUND) at the Teacher Corps MINK Network Community Workshops.

FUND, the Foundation for Urban and Neighborhood Development, since its incorporation in 1967, has focused on the individual as the basic unit of society. FUND has determined that for growth and learning to occur the individual must be working within his own environment. "Trainers, organizers, and educators must understand that the development of abilities is at least in part a reflection, dialogue, and conscious action between the individual and his environments."[2]

This model has been developed from a FUND philosophy which presupposes that we are a fragmented society and if we don't look at things in the context of a total community, we continue a system of fragmentation and we don't deal with how people really handle their daily lives.

What people feel about their world is, in fact, their reality. In order to work more effectively with people we must recognize and work with individuals in their everyday environments (home, community, work, recreation, and neighborhood).

[2]James A. Kent, Part A - Technical Proposal Training Program in Mid Career Perspectives, Foundation for Urban and Neighborhood Development, Denver, Colorado, p. 4.

In order to help individuals more effectively relate to their environments, FUND has developed a Discovery Process which focuses on:

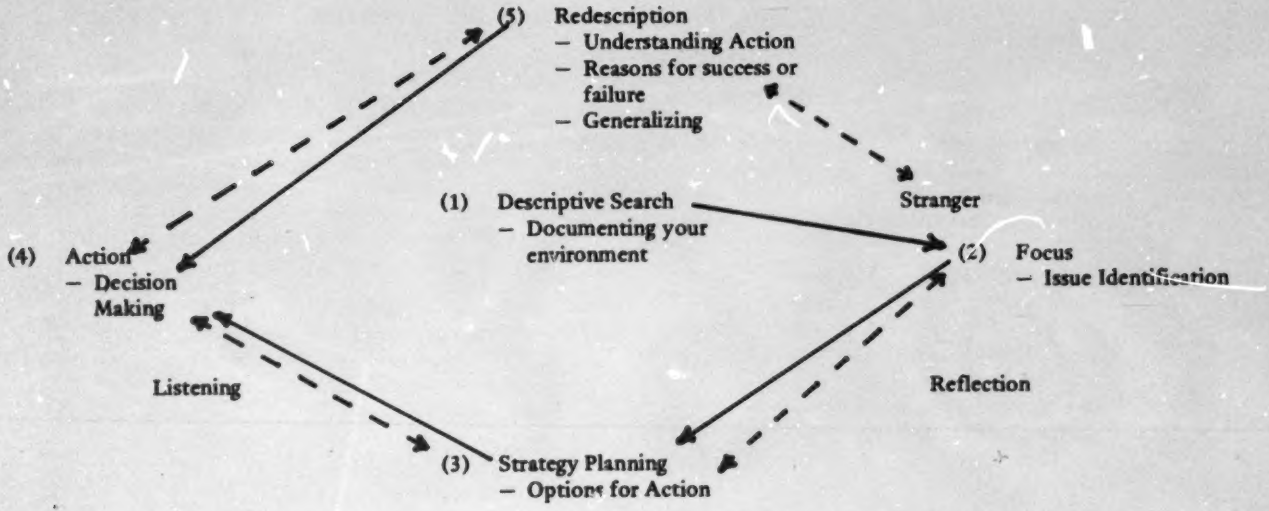
1. The individual as the basic unit of society;
2. The development of an individual's ability to predict, participate in, and control his/her environment;
3. The positive growth mechanisms of each individual;
4. Mobilizing positive strengths through conscious interaction between the individuals and his/her environment.

The training model established by FUND involves localized training with an agenda which emerges from the trainees. The training takes place in a real environment where issues are identifiable and issue resolution can take place.

The model involves observing and describing a community to the point where major themes emerge. The observers gather data, relate observations to trained reflectors, discover themes emerging, plan strategies and carry out prescribed actions.

Through the training process the individual develops his/her learning capacity and inductively learns new techniques and methods for organizing and managing learning. Through the training process, the individual becomes a participatory agent within the environment and is able to become predictive in dealing with elements imposed into his/her environment. An individual has the power to discover and manage his environment to the extent that he participates in it and asserts control over it.

Community Awareness Discovery Model



(1) **Descriptive Search**

During this process the participants observe in detail and accurately record the reality of any environment (community, school, business, etc.). Description will provide for observing in any environment which is changing or holds potential for change. There are three types of descriptions:

1) **Physical description** - This will clarify physical barriers which are protective or which hinder or block growth - rivers, railroads, walking patterns, gathering places, etc.

2) **Social description** - This is accomplished by observation and routine conversation and will provide the basis for determining how people naturally take care of events and what routines are important to them. This provides the observer with the criteria for the kind of change processes that naturally take place and are routinely managed.

3) **Economic descriptions** - Elements of these descriptions will determine what type of growth processes can be handled and controlled in regard to economic development.

Being a *stranger* is a primary skill to be developed and constantly exercised in the descriptive process. Being a stranger is being able to observe, describe, and assimilate an environment without making value judgments or interpreting outside information about the environment. A stranger, after finding certain knowns in an environment reflects on what he observes, hears, and feels.

Documentation is a skill developed through the practice of paying attention to and recording details. Documentation can take a variety of forms such as daily journals, tapes, pictures or slides or reports. Documentation makes learning visible and holds action accountable to real facts and concepts learned.

Key persons in the community, or caretakers, should be identified by the describers. These individuals are natural helpers or people that the community residents go to for help. They are insiders who make things happen.

A description can be given by one person at a time to the rest of the group of describers who act as *reflectors*, or people who take the description and make it as objective as possible and hold the describer accountable to his experience.

(2) **Focusing - Issue Identification and Intervention**

The individual relies on his stranger status to observe and understand community routines. Conversation and reflection relevant to the routines, provides insight on topics and issues of primary importance to the community. Reflection enlightens the stranger to topics and issues which are crucial and interrupting to the communities routines or natural processes. These interruptions are crises.

As descriptors are verbalized to a group, *flip charts* should be used to assemble the descriptive content and organize material. Flip charting is a visible means of recording talk and removing emotion from talk for analysis. It disciplines the participant to look at the language to see if it is "strong and specific or loose," i.e., "I think, maybe." It also records the history of talk and shows emerging topics and focus points.

(3) **Strategy Planning**

Strategy planning is a skill involving the ability to make decisions and follow through on actions which engage the issues identified. In strategy planning alternative options are discovered and evaluated. Initiating strategies actually tests the depth and realism of content found in descriptions. Strategies are based on the analysis of the descriptions and the ability of the individual to use the analysis to create options.

(4) **Action**

The fourth step involves making a decision as to what the appropriate action is which should be taken and describing the results of this action.

(5) **Redescription**

The fifth step is a summarizing activity whereby actions taken are studied and reasons for success or failure are focused upon. The fifth step can be looked upon as the final stage of the discovery cycle but actually should be seen as the initial step in a new descriptive search.

Steps (1) Descriptive search, (2) Focus, (3) Strategy, and (4) Action are all processes which are not clearly distinct in time and the order in which the processes occur will vary. Most importantly the process should be seen as regenerative (circular). Based on examination of data and process, modification can take place and new options can be created.[3]

[3]The content for this module was taken from *A Technical Proposal - Training Program in Mid Career Opportunities.* Foundation for Urban and Neighborhood Development.

Leadership Model

This model provides a basis for individual or group analysis of leadership styles (own and others) and presents a four-dimensional model for determining appropriate leadership styles for particular situations.

Four Lincoln Teacher Corps participants–two from Goodrich and two from UN-L–are trained to assist interested teachers in developing their skills to understand and use this model. Training experiences include two inventories–one to determine your own style and the other to determine the style of another leader or potential leader. Also used is a simulation to sharpen diagnostic skills in perceiving where individuals are in the four-dimensional model.

The basic model is:

1 – Relationship Behavior - The extent to which a leader is likely to maintain personal relationships between himself and members of group (followers) by opening up channels of communication, delegating responsibility, giving subordinates an opportunity to use their potential; characterized by socioemotional support, friendship, and mutual trust.

2 – Task Behaviors - The extent to which a leader is likely to organize and define the roles of the members of his group (followers); to explain what activities each is to do and when, and how tasks are to be accomplished; establishes well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.

3 – Effectiveness Dimension - Style of leader's effectiveness is determined by appropriateness of style in each situation; any given style in a particular situation could fall somewhere on a continuum from extremely effective to extremely ineffective.

4 – Maturity Level - Defined by achievement - motivation, the willingness and ability to take responsibility and task relevant education and experience of individual or group. (Psychological age, not chronological age.) Life Cycle theory = the more mature the individual or group, the less need for structure (task) and eventually less need for socioemotional support (relationship).

This model has been applied effectively in various supervisory situations (teacher-student teacher; team leader-team members; principal-staff), in planning staff development or preservice programs, in assigning students into classes with teachers using different instructional styles, in hiring teachers, and in assessing school structuring patterns. Teacher Corps staff members have expressed an interest in relating leadership styles with various learning styles to determine desired combinations.

Within the model emphasis is placed on *style adaptability* (the range of leadership behaviors within which a person can vary his/her style), *style movement* (shifting from one quadrant to another in either direction), *group maturity* (determining best style for diverse group of followers, and *initial quadrant* (place to begin leader-follower relationship).

Multicultural Education Model

This model was developed in a multicultural workshop conducted by Dr. Charles Payne of Ball State University. It stresses a three-dimensional program of awareness, acceptance and action for all concerned individuals in the school, community and university.

A typical example might be useful in explaining how the model works. Goodrich Junior High School wishes to develop improved understandings of our black heritage in Lincoln and the Midwest/Plains region. The multicultural committee (staff, students, parents) designed a year-long program which includes awareness activities, discussion and acceptance activities, and opportunities for the application (action) of those concepts and feelings which have been accepted.

Awareness activities are varied to meet differing needs and reflect previous experiences. They may include speakers, films and field trips. They may include readings, slides and discussions of personal experiences. Also included might be dances, meals and art displays. In the total "awareness" program, attempts will be made to include some practical "on-the-scene" experiences, some cognitive experiences where new insights are developed and rational processes promoted, and some value clarification experiences where students explore their own, their school's and the values of others.

While designated teachers will be leading, it is hoped that all teachers and other adults in school and community will be active participants and will move through the awareness, acceptance and action phases with the students.

This model is a flexible process with many alternatives open to its users. It promotes a balanced approach to multicultural issues and seeks to take students and adults beyond the awareness level. It has worked effectively with local studies and with world studies. It appears to be effective for elementary pupils, junior and senior high school students and with adult groups. It can be a total school model or be used in a single classroom.

Multicultural Model

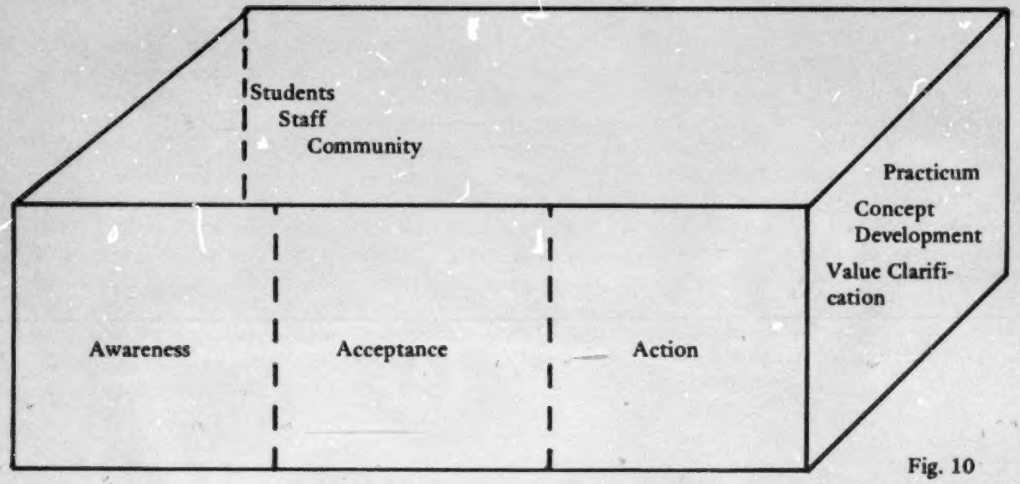


Fig. 10

Lincoln Teacher Corps Project
Goodrich Junior High School

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